

# **The Authors**

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Elver holds a Masters of Education degree in Second Language Curriculum from the University of Windsor. He is an experienced FSL teacher and has taught at the junior, intermediate and at all secondary levels. Elver has been an instructor at the Faculty of Education of the universities of Windsor and Western Ontario. He has also participated in local and Ministry of Education writing teams and has co-authored a French program at the general level. As Assistant French Co-ordinator for the Windsor Board of Education, Elver's responsibilities encompassed elementary and secondary Immersion French, English as a Second Language, Intermediate Language and the Transition Years. Elver is currently a secondary Vice-Principal with the Windsor Board of Education.

## **Dieter Euler**

Dieter Euler graduated with an Honours French and Spanish degree from McMaster University, and later completed a Master of Arts degree in French through Middlebury College (U.S.A.) at the Sorbonne in Paris. He has taught French, German and Spanish at the secondary level, as well as at the Faculty of Education, University of Toronto, for a number of years. As an author, he has written the complete French Correspondence Course for the Ministry of Education. He has also co-authored French readers for students. A former Vice-President of the OMLTA, winner of the Finley Stewart Award for Teaching Excellence (Waterloo County) and of the Helen B. St. John Award (OMLTA), he is currently a Head of Modern Languages with the Waterloo County Board of Education.

## **Claire Piché**

Claire Piché holds a Bachelor of Arts degree from the University of Ottawa and a Masters of Education from the Ontario Institute for Studies in Education. She is an experienced FSL teacher and has taught at the junior, intermediate and secondary levels. In her leadership role as a consultant for the North York Board of Education, she has shown outstanding initiative in the development of support materials to meet the needs and interests of students at various levels. As a member of the Board of Directors for the Ontario Modern Language Teachers' Association for the past several years, Claire has contributed as a freelance consultant in the field of second language education.

# Philosophy

## An Approach to Language Teaching

*Destinations 5* is based on an approach to language teaching that emphasizes authentic communication, student involvement, and balanced-skill development within the context of a program which prepares students for further French studies at the senior level.

### Authentic Communication

- thematic
- functional
- interactive
- experiential

In order to guarantee authenticity of communication with adolescent students of French as a Second Language, each unit of *Destinations 5* is based on a theme of high interest to those students. Within each theme, a variety of appropriate language functions and related structural and lexical items are introduced. This rich contextual framework enables students to communicate with ease, both orally and in writing, on topics relating to the theme.

Activities in *Destinations 5* are often interactive and address a wide range of learning styles. They draw upon students' experiences, create new, related experiences within the classroom, and encourage exploration of French-language based experiences outside the classroom.

### Student Involvement

- relevance
- personalization
- independent learning
- group work

*Destinations 5* recognizes that students at this level are proficient language learners. To sustain students' commitment and involvement, language learning activities must keep pace with and reflect their broadening interests and maturing language background. *Destinations 5* provides students with a wide variety of relevant, interesting themes and topics which they are invited to explore in ways that are personally meaningful. Aspects of current francophone culture that relate to each theme are integrated throughout the program.

Students at this level have attained language skill development which enables them to explore areas of individual interest independently. *Destinations 5* provides activities that help students develop independent learning.

The contributions that more proficient students are able to make, and the benefits they derive from group work, increase in direct proportion to their growing background as language learners. Innovative activities designed for partner and group work are a major focus for students' communicative involvement in *Destinations 5*.

### Balanced-Skill Development

- skills through experience
- learning styles
- spiral curriculum

Within the framework of a communicative-experiential approach, *Destinations 5* provides for the balanced development of students' skills in listening, speaking, reading, and writing French. All student activities are experience-based and theme-related; specific language skills are targeted where they arise naturally from the situation presented

and the function being practised. The balanced incorporation of all language skills within the program accommodates most fairly the varied needs and learning styles of the students. *Destinations 5* takes care to offer high interest activities to all types of learners so that they may shine in their areas of strength, and even enjoy the most challenging activities.

Second-language curriculum is ideally spiral in nature. A learner experiences a new concept in a context, is provided with opportunities for practice, experimentation, and analysis, then moves on to another language experience. Eventually, the learner's grasp of all major concepts is enhanced by exposure to and understanding of the complex interrelationship among the various language components. *Destinations 5* re-enters key concepts from students' past language experiences and presents them with appropriate new challenges.

## **Skills for Senior-Level FSL**

- independence and responsibility
- accessing information
- high-level thinking skills
- accuracy and precision

Students at this level are motivated language learners with a considerable background in FSL. Many will continue their language-learning experience beyond high school. Though maturing at different rates, most are eager to become more independent in their learning, as in other facets of their life. *Destinations 5* recognizes that students will become more effective independent learners as they assume an increasing level of responsibility for their own learning. Opportunities are provided throughout the program for students to make contributions in class based on tasks or assignments they have completed independently. In addition, frequent group- and partner-work activities in *Destinations 5* foster the development of the individual student's sense of responsibility for the learning of others, as well as a confident reliance on classmates as sources of meaningful learning.

To learn in an increasingly independent and personally relevant way, students must be able to access information from a variety of sources. *Destinations 5* helps students develop basic reference and research skills through activities requiring the use of dictionaries, and the accessing of specific theme or topic-related information using library or other resources.

Activities in *Destinations 5* have been designed to allow students to use higher-level thinking skills in a wide variety of communicative tasks. Activities requiring students to analyse, evaluate, make decisions, and solve problems, appear throughout the program.

As students consolidate past knowledge and apply it to new situations, an increasing degree of precision and accuracy in their oral and written communication is to be encouraged. Consistent, constructive error correction should be a joint effort between teacher and students, and among students themselves. Students will derive confidence and satisfaction from the awareness that they are communicating more effectively.

# From Theory to Practice: Teaching Strategies for the Destinations 5 Program

## Lesson Planning and Classroom Organization

1. Variety is the key to sustaining interest in the FSL class. Whether in a semestered or non-semestered setting, a lesson should have at least three distinct activities that involve students in the use of the four language skills. Begin the lesson with a brief warm-up activity to involve the students and focus their attention. This warm-up can often be followed by correction of the previous day's homework. Achieve a smooth and logical flow from one lesson segment to the next through careful planning. *Destinations 5* has built-in variety and lends itself easily to the complementary use of French videos, tapes, magazines, and periodicals.
2. Structure classroom routines so that students are required to take responsibility for as many operational procedures in the class as possible, such as homework correction. Such a system develops the students' sense of responsibility and ownership, and frees the teacher at key points during the lesson to work with individuals or small groups, or to observe the class in action.
3. Student involvement in classroom routines will require students to move about on a regular basis. Rotate student roles so that all are involved at some point. Lessons should be planned with this goal in mind. Survey activities, activity centres, and pair or group work are a few ways of accomplishing program objectives while allowing for student movement. Some activities in *Destinations 5* are ideally suited for this purpose.
4. Create a rich language-learning environment in your classroom. Set up display centres with appropriate thematic and cultural material, and samples of student work. Change displays to reflect new themes. Subscribe to French newspapers and magazines appropriate to the interests and language level of your students. Display these on a table or shelf along with thematically related reading materials borrowed from the school library. Have the students assist you in clipping items of interest from back issues of newspapers and magazines to create a collection of French-language vertical files.

At this level, the norm of using French as the language of communication in the classroom — between the students and the teacher, and among students — should be firmly established. Nevertheless, the more meaningful, involving, and truly communicative the activity, the greater the tendency to revert to the mother tongue or an inappropriate translation to express an important idea, opinion or concept.

Therefore, while it is important to review basic classroom expressions to ease communication for the purpose of daily routines, teachers must consciously engage in an informal assessment of their individual classes' and students' communicative needs throughout the program. As they perceive obstacles to significant communication, teachers should attempt to fill gaps in as simple and direct a way as possible. The effectiveness of this process depends on selectivity and timing. Students will absorb such input best if it is highly relevant, speedily dealt with, and provided at the "teachable moment".

The following is a brief summary of some signals indicating that students are encountering obstacles to maintaining communication in French, as well as some suggested solutions. A word of caution: Try not to turn clarification or correction into a detailed lesson. The strategies suggested should take no more than five minutes of class time.

comments appropriate to the theme. Since these skills require much time and effort to be mastered, students need many opportunities for practice. A variety of activities both in the Student Book and the Workbook lend themselves to the refinement of these advanced language skills. Whenever possible, this type of extension activity is highlighted in the Teacher's Manual.

### **End-of-unit Projects**

Teachers may wish to have their students do a final project at the end of each unit. This end-of-unit activity is introduced at the beginning of the unit, while suggested topics for these projects are included at the outset of each unit's second section.

## **Evaluation**

Evaluation strategies should mirror classroom practices. In a communicative, interactive classroom, the evaluation program should be carefully designed to include a wide variety of assessment techniques that reflect the predominance of effective communication as the main goal of the French program.

To be most useful, instruments used to assess student performance must be custom-tailored to the needs and abilities of students in a specific class. There should be a balance between formative and summative methods of evaluation, and students should be provided with the opportunity to formally evaluate their own work and that of their peers.

The *Destinations 5* program offers a wide variety of evaluation tools and practical suggestions. Teachers are encouraged to use any of the class activities they deem appropriate for evaluation. Students' aural comprehension may be evaluated using the *On écoute* exercises or using students' oral presentations during the *Expansion* activities from the *Selon nous* pages. In addition, there is the *Auto-évaluation* page at the end of each unit of material in the Workbook, as well as two tests per unit offered for purchase as a separate package accompanying the program.

### **Strategy**

It is extremely important that students understand exactly what is expected of them and how they are being evaluated. A school, department or class evaluation strategy should be explained and distributed at the beginning of the year or semester. The description, explanation or instructions accompanying any activity being evaluated should include a detailed marking scheme, an evaluation grid or a set of criteria.

### **Testing Package**

The *Destinations 5* Testing Package provides a series of two tests per unit (except *Unité E*) to evaluate oral and written communication and reading skills. These tests are designed as a summative evaluation upon completion of each section within a unit, or teachers may prefer to select appropriate exercises and administer an end-of-unit test. According to the needs of the students and the various testing systems, teachers may choose to create their own evaluation instruments using the Student Book and Workbook activities in *Destinations 5*.

### **Evaluation Charts**

Evaluation record charts are contained in the Evaluation Package of the Teachers' Resource Binder. These include record charts for aural and written comprehension, oral and written communication, and self, peer, and group evaluation. Teachers may also use other charts that focus on communication, social, and thinking skills. It is suggested that teachers adapt these materials according to their requirements, and the needs of the school and the community.

# The Methodology of the Destinations 5 Student Book

## Unit Openers

These two-page spreads are a visual introduction to the theme of the unit. They serve as the focal point for the initial brainstorming of vocabulary and concepts related to the theme. Through brainstorming, students share their personal experiences, express their opinions, and comment on aspects of the theme that interest them. By generating vocabulary and expressions, students gain an awareness of what they already know about the topic and a sense that they are contributing to the development of the theme from the outset. In addition, this process helps assess students' linguistic strengths and weaknesses.

Brainstorming of the Unit Openers need not take place all at once. Feel free to initially target a particular topic. For example, in *Unité A*, brainstorm only the vocabulary related to *Les merveilles du monde*. Then return to these pages as many times as necessary during the study of the unit. It can be useful to brainstorm the Unit Opener prior to each section of material within a unit. Since the vocabulary elicited during the brainstorming of the Unit Openers is the central vocabulary for the unit, it should be recorded and posted as reference in the classroom during the unit's work. Students should be encouraged to add to the vocabulary list as they progress through the unit.

## Mots en action

Each unit of *Destinations 5* is divided into two sections, except *Unité E*, each presenting a sub-topic related to the main theme. The *Mots en action* pages identify the beginning of these two sections within the unit. They are the core readings from which flow all the activities in the section, including listening comprehension, speaking, writing, and role-playing. They are designed to develop the theme, present related vocabulary and language items in context, provide cultural information, and stimulate communication.

The *Mots en action* pages are thematically related and presented in an authentic format. Students will have opportunities to read a variety of material, including interviews, letters, dialogues, editorials, poems and magazine articles. Many of the readings are designed to be experienced in parts during the course of two or three subsequent lessons.

As an immediate follow-up to Unit Opener brainstorming of vocabulary and concepts, the *Mots en action* pages provide opportunities for students to read personally meaningful material for global comprehension. (See Reading and Authentic Documents, TM p. xii.)

## Selon nous

The *Mots en action* pages are immediately followed by *Selon nous* activities. Each *Selon nous* section includes *Compréhension*, *Application*, and *Expansion* activities, which are designed to help students verify their comprehension of the reading and personalize the concepts found within the reading through the use of higher-level thinking skills. The *Selon nous* pages provide oral and written activities for partner work. Some *Application* and *Expansion* activities (which may include *Coin de recherches*) require more extensive development or research, and can be adapted to *mini-projets* for enrichment purposes. In some cases, activities within each category are sub-divided to allow for treatment over the course of several lessons.

## Un peu plus

The *Un peu plus* section of each unit offers students additional authentic or realistic readings, such as poetry, interviews or articles related to the unit theme. These are not intended for the same intensive treatment as the *Mots en action* core readings, but should be treated as supplementary, exploratory texts. Before the students do these readings, have them answer and discuss the pre-reading questions. This discussion will help situate the theme and context of the reading. The Teacher's Manual provides background and suggestions for teaching strategies. Follow-up activities related to these readings can be found in the Workbook.

## On communique

A high level of student involvement, input, and interaction requiring personalized, authentic language use are the goals of these communicative activities. They allow students to manipulate vocabulary that has been introduced during the brainstorming, *Mots en action*, and listening activities. *À vous la parole*, *Impro*, *On discute*, and *On compose* are subheadings found within the *On communique* section.

*On communique* activities create situations where students are invited to communicate in a variety of ways, while personalizing and reinforcing specific language and functions. Activities include interviews, problem-solving tasks, directed discussions, role-playing, debates, and presentations related to the theme of the unit.

Each activity is composed of steps that lead students through a progression from communicative tasks to open-ended, spontaneous interaction. These steps are intended to build confidence and provide practice while reinforcing unit vocabulary and functions. Where appropriate, examples and key vocabulary and expressions (*Pour vous aider*) are provided to help the students.

These are flexible, multi-purpose activities. Different steps can be assigned to several groups within the class, or one group could expand one step of an activity into a *mini-projet*. *On communique* activities can also be effectively organized using co-operative learning strategies. (See ideas described under Co-operative Learning Strategies, TM pp. xiv.)

## Info-gramme

The *Info-gramme* sections in each unit focus on structural items that require more detailed explanatory development than is naturally provided within the context of reading or communicative activities. Contextual examples highlighting a specific grammar point or language item are followed by activities that lead students to deduce language rules and conditions governing their use.

The *Info-grammes* are often divided into two sections: *partie A* serves as a review of a previously-taught grammar point and *partie B* elaborates a new independent, yet related concept. The *Info-grammes* are designed to be included within a formal grammar lesson. Detailed plans for these are included in the Teacher's Manual and identified by the binoculars logo. In addition, follow-up exercises are provided at the back of the Student Book.

## On se rencontre

Authentic francophone culture is the focus of the *On se rencontre* pages in each unit of the Student Book. Content is usually presented by means of reproduced authentic documents and photographs. These have been carefully selected according to the students' interests and their relationship to the theme. Where necessary, selections have been edited to accommodate the students' language level. The Workbook includes activities to accompany all of the *On se rencontre* pages.

## En général

These high-interest, supplementary activities incorporate and expand upon the language items and thematic topics presented in each unit. In addition, they provide a focus that leads students to synthesize and reflect on various aspects of the language-learning process. They may be completed as summary tasks at the end of the unit or may be assigned to students who finish other in-class assignments early.

## Notions importantes

The *Notions importantes* pages at the end of each unit are designed as a summary of the functions practised in the unit and their dependent structural items. Brief, contextual examples are provided under the appropriate function headings.

The *Notions importantes* pages are closely related to the Students' Objectives found on the Unit Opener pages and the *Auto-évaluation* pages in the Workbook. When students are filling in their *Auto-évaluation* page, they should refer to the Students' Objectives at the beginning of the unit and to the *Notions importantes* pages for concrete examples of those objectives.

## Mots utiles

These lists of vocabulary and expressions found at the end of each unit in the Student Book are based on the theme, sub-topics, and language functions developed during the course of a unit. They include items drawn from the *Mots en action* pages and authentic documents, as well as groups of common words or expressions that form a core reference for the students. They provide a useful framework for students and teachers to build on. For example, teachers may wish to use the headings: *Identification*, *Description*, *Action*, and *Expressions* in order to classify the vocabulary derived from brainstorming the Unit Opener. Associating the heading *Identification* with *un nom*, *Description* with *un adjectif*, etc., will help students recognize formal linguistic terminology. These words may also be used as a base for general language study or as a base for student-created games and activities, such as crossword puzzles, *mots cachés*, and board games.

## Références

These pages at the back of the Student Book serve as reference for the students. They include *Les verbes* (pages 182-191), conjugations for the *présent*, *impératif*, *passé composé*, *imparfait*, *plus-que-parfait*, *futur*, *conditionnel*, *conditionnel passé* and *subjonctif*. A French/English *lexique* is provided for student reference (pages 229-237), as well as an *Index* (page 238) so that students may retrieve and review a personal language point.

**Référence grammaticale**

This section on pages 192 to 197 of the Student Book is a cumulative grammar review of the major language concepts previously taught in *Destinations 3* and *4*.

**Observations grammaticales**

A summary of appropriate grammar concepts for each unit is provided at the back of the Student Book (pages 198-228). Students should be referred to these sections for their own needs.

**Exercices de renforcement**

These practice exercises found at the back of the Student Book (pages 200-228) are designed to reinforce the linguistic structures developed in each unit. Specific reference has been made to them in the daily breakdowns to situate their placement in the structure of the program. According to the needs of the students, teachers may wish to use these exercises for remediation. In conjunction with the *Observations grammaticales* pages, the *Exercices de renforcement* provide an opportunity for students to consolidate their linguistic knowledge.

# The Methodology of the Destinations 5 Workbook

The *Destinations 5* Workbook is closely linked to the Student Book and is divided into two sections per unit (except *Unité E*), corresponding to the sections in the Student Book.

The content, theme, and structures presented on each Student Book page are supported in the Workbook by a selection of listening comprehension exercises (*On écoute*) and writing exercises (*On écrit*). Specific activities relating to the *Un peu plus* and *On se rencontre* selections of the Student Book are also found in the Workbook.

In addition, in each unit, there are two supplementary exercises that are culturally-oriented and which include sight reading and support exercises. These *Du nouveau!* activities may be particularly appropriate for enrichment. The sequence of these exercises is listed in the suggested daily breakdown for each unit. All the activities are interspersed and appear sequentially in the Workbook according to their logical order of presentation within each unit.

Other corresponding pages are the *Auto-évaluation* page at the end of each unit where students assess their performance and skills acquired upon completion of a unit.

## On écoute

The *On écoute* exercises in the Workbook are designed as selective listening tasks in which students listen to a passage that supports the theme and as aural reinforcement exercises following a Student Book activity. Each *On écoute* activity reinforces a particular thematic, functional or structural item. Instructions for the *On écoute* activities appear on each Workbook page, and the activities are recorded on cassette.

Before proceeding with an *On écoute* exercise, play the instruction portion of the tape and ensure that students understand the task. Play each activity at least twice. If the allotted time for answering is insufficient, use the pause button on the cassette recorder until students have had time to finish.

The purpose of selective listening situations is to develop a tolerance for ambiguity in recorded material. Students may have difficulty understanding every word; therefore, some advance preparation may be necessary. To do so, explain the context of the recording. It is also recommended to inform the students about the specific information they will be listening for so that they can screen out irrelevant material. They will soon discover that by focusing on key expressions and deducing meaning from context, they will be able to understand more than they think. Encourage them in this task and reassure them that this is a strategy needed to communicate with native French speakers.

In most of the *On écoute* exercises, there is a final activity entitled *À votre tour!*. This is an extension written activity that reinforces and/or summarizes the preceding listening activity.

## On écrit

*On écrit* writing activities in the Workbook provide written practice in the manipulation and use of thematic vocabulary, key structures and language functions introduced in each unit. These activities are designed to complement the focus and progression of the *On écoute* listening activities. They simulate authentic writing situations so that students are engaged in writing for a purpose that is realistic and appropriate for the language item or concept being practised. Teachers should use this contextual framework to advantage by directing students' attention to the purpose of each activity and by clarifying instructions for completion before students proceed with the task.

## **Un peu plus and On se rencontre**

The activities accompanying both the *Un peu plus* and the *On se rencontre* selections of the Student Book are designed to verify students' comprehension of authentic passages. The *À votre tour!* portion allows the students an opportunity to use the original selections as a stepping stone to creating their own original work. At times, these activities also include group work, as identified by the logo in the Workbook.

## **Du nouveau!**

Activities in this section can be used as sight passages. Students have opportunities to verify their comprehension and ensure their appreciation of the additional authentic materials included within each unit.

## **Auto-évaluation**

The self-evaluation page of each unit of the Workbook provides an opportunity for students to assess and reflect on what they have learned during the course of the unit. This process of self-evaluation encourages students to take responsibility for their own learning. Discuss the purpose of these pages with the class and encourage students to be honest in their assessment in order to establish goals for future learning.

These pages also provide a useful focus for consultation between the teacher and individual student about their progress. Teachers may use the *Auto-évaluation* page as a diagnostic tool to guide remediation for individuals or small groups.

*Auto-évaluation* pages are closely linked to the Student's Objectives found in the Unit Openers of the Student Book and the *Notions importantes* pages at the end of each unit. (Refer to *Notions importantes* methodology, TM p. xx.)

## Destinations 5 – At a Glance

	UNITÉ A : <i>Voyages</i>	UNITÉ B : <i>Le monde qui bouge</i>
<b>THEME</b>	<ul style="list-style-type: none"> <li>travelling</li> </ul>	<ul style="list-style-type: none"> <li>the world in motion</li> </ul>
<b>SUB-TOPICS</b>	<ul style="list-style-type: none"> <li>travelling in Canada</li> <li>adventure, nature and culture throughout the world</li> </ul>	<ul style="list-style-type: none"> <li>sports and professional athletes</li> <li>the “rat race”</li> </ul>
<b>CULTURE</b>	<ul style="list-style-type: none"> <li>Canadian trivia and Canadian Festivals</li> <li>songs: <i>Le Festival du Voyageur</i> and <i>Viens voir l’Acadie</i></li> <li>international road signs</li> <li>Pierre Gamarra poem: <i>Une jeune automobile...</i></li> <li><i>Retrouvailles 1994</i>, Acadian Festival</li> <li>Antonine Maillet and <i>La Sagouine</i></li> <li>adventure in the Pyrénées</li> <li>whale watching in the St. Lawrence</li> <li>the marvels of Cambodia</li> <li>Christine Janin, mountain climber</li> <li>Francophone islands: Saint-Pierre and Miquelon, Corsica, Tahiti, Martinique</li> <li><i>les Îles-de-la-Madeleine</i></li> <li><i>la Grotte de Lascaux</i></li> </ul>	<ul style="list-style-type: none"> <li>evolution of the Canada Games</li> <li>profile of Bruny Surin and Manon Rhéaume</li> <li>profile of Mario Lemieux and Joséé Chouinard</li> <li>Roch Carrier short story: <i>Une abominable feuille d’érable sur la glace</i></li> <li>the <i>Tour de France</i></li> <li>Raymond Devos poem: <i>Où courent-ils?</i></li> <li>Marshall McLuhan and the concept of the global village</li> <li>Brussels: capital of Belgium and home of Tintin</li> <li>profile of André Viger and Guylaine Cloutier</li> <li>poem by La Fontaine: <i>Le lièvre et la tortue</i></li> </ul>
<b>LANGUAGE STRUCTURES (GRAMMAR)</b>	<ul style="list-style-type: none"> <li>review of the <i>futur simple</i></li> <li>the use of the <i>futur</i> with <i>quand, aussitôt, lorsque, dès que</i></li> <li>review of the imperative to give directions</li> <li>the present participle: formation and use</li> <li>the present participle of pronominal verbs</li> <li>review of the conditional</li> </ul>	<ul style="list-style-type: none"> <li>review of the <i>imparfait</i></li> <li>review of the <i>conditionnel présent</i></li> <li>conditional sentences with <i>si</i>: the <i>imparfait</i> and the <i>conditionnel</i></li> <li>the use of the <i>plus-que-parfait</i> in indirect discourse</li> <li>homonyms</li> </ul>
<b>LANGUAGE FUNCTIONS</b>	<ul style="list-style-type: none"> <li>discussing travelling</li> <li>talking about adventures</li> <li>asking and answering questions</li> <li>greeting someone</li> <li>giving directions</li> <li>making predictions</li> <li>making personal choices</li> <li>discussing simultaneous actions</li> <li>accessing information</li> <li>making reservations</li> <li>planning a trip</li> <li>developing an appreciation for song and poetry</li> <li>developing an appreciation for other cultures and for the environment</li> </ul>	<ul style="list-style-type: none"> <li>discussing professional athletes and their sports</li> <li>talking about the stresses of modern life</li> <li>discussing the concept of the information age</li> <li>discussing the pros and cons of being a professional athlete</li> <li>expressing choices</li> <li>making predictions</li> <li>describing something in the past</li> <li>expressing an action completed only when a condition is met</li> <li>reporting what someone has said or done</li> </ul>
<b>LANGUAGE LEARNING/LANGUAGE SKILLS</b>	<ul style="list-style-type: none"> <li>vocabulary development</li> <li>reporting and narrating</li> <li>creating a publicity campaign for an event</li> <li>researching</li> <li>improvising a situation</li> <li>extracting information from oral and written texts</li> <li>problem-solving</li> <li>planning a trip</li> <li>asking for and giving directions</li> <li>stating and justifying opinions</li> <li>justifying personal decisions</li> <li>creating a travel diary</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using the future tense</li> <li>reading for global comprehension</li> <li>writing letters and faxes to make reservations</li> <li>evaluating one’s personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary development</li> <li>planning and organizing</li> <li>reporting and narrating</li> <li>creating a résumé of an event</li> <li>researching information</li> <li>stating and justifying opinions</li> <li>creating a newspaper editorial on a controversial subject</li> <li>conducting a survey and tabulating the results</li> <li>conducting an interview</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using conditional sentences</li> <li>extracting information from oral and written texts</li> <li>reading for global comprehension</li> <li>preparing and role-playing a situation</li> <li>evaluating one’s personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>

# Destinations 5 – At a Glance

UNITÉ C : <i>Les visages de l'amour</i>	UNITÉ D : <i>L'imagination</i>	UNITÉ E : <i>Carrières</i>
<ul style="list-style-type: none"> <li>the many faces of love</li> </ul>	<ul style="list-style-type: none"> <li>the creative use of imagination</li> </ul>	<ul style="list-style-type: none"> <li>careers</li> </ul>
<ul style="list-style-type: none"> <li>the modern family</li> <li>love in the arts</li> </ul>	<ul style="list-style-type: none"> <li>using one's imagination in all aspects of everyday life</li> <li>the world of the future — virtual reality</li> </ul>	<ul style="list-style-type: none"> <li>planning for a career</li> </ul>
<ul style="list-style-type: none"> <li>short story: <i>Grand-Mère, Nounours et Emilie</i></li> <li>Gabrielle Roy short story: <i>Le Vieillard et l'enfant</i></li> <li>short story: <i>Joachim a des ennuis</i> (<i>Le petit Nicolas</i> series)</li> <li>profile of Hart-Rouge</li> <li>Hart-Rouge song: <i>Inconditionnel</i></li> <li>résumé of <i>Cyrano de Bergerac, La Belle et la Bête, Le Fantôme de l'Opéra</i> and <i>Carmen</i></li> <li>Robert Desnos poem: <i>Conte de fées</i></li> <li><i>la Saint-Valentin</i></li> <li>descriptions and reproductions of three Impressionist paintings by Degas, Morisot and Monet</li> <li>poem: <i>L'importance d'une famille</i></li> <li>excerpt from <i>Les Misérables</i></li> </ul>	<ul style="list-style-type: none"> <li>Pierre Gamarra poem: <i>Imaginons</i></li> <li>various articles on new technologies for the 21<sup>st</sup> Century</li> <li>profile of René Magritte</li> <li>Tristan Demers, cartoonist</li> <li>short story: <i>Un taxi pour les étoiles</i></li> <li>Canadian legends</li> <li>profile of Jules Verne and a description of his works</li> <li>the evolution of the video game</li> <li>Jacques Prévert poem: <i>En sortant de l'école</i></li> </ul>	<ul style="list-style-type: none"> <li>the workplace of the future</li> <li>Françoise Bouthillier, designer</li> <li>article on a cooperative education program</li> <li>Camara Laye short story: <i>L'Enfant noir</i></li> <li>profiles of Canadians in non-traditional careers, including Karen Reynolds, technician, Francis Béland, deep-sea diver, Vicky Morin, jockey, and Frédéric Tremblay, clothes designer</li> <li>profile of two <i>québécois</i> comedians: Yvon Deschamps and Julien Tremblay</li> </ul>
<ul style="list-style-type: none"> <li>the <i>conditionnel passé</i></li> <li>conditional sentences with <i>si</i>: the <i>plus-que-parfait</i> and the <i>conditionnel passé</i></li> <li>the <i>passé composé</i> of pronominal verbs</li> <li>identifying direct and indirect objects with pronominal verbs in the <i>passé composé</i></li> </ul>	<ul style="list-style-type: none"> <li>formation of the <i>présent du subjonctif</i></li> <li>the use of the <i>présent du subjonctif</i> to express emotion</li> <li>the use of the <i>présent du subjonctif</i> to express <i>un souhait, un ordre, un conseil, une permission</i> or <i>une défense</i></li> <li>review of adverbs: formation and types</li> </ul>	<ul style="list-style-type: none"> <li>review of the formation of the <i>présent du subjonctif</i></li> <li>the use of the <i>présent du subjonctif</i> with impersonal expressions</li> <li>the relative pronoun <i>lequel</i> in all its forms</li> <li>the use of the pronoun <i>lequel</i> with <i>à</i> and <i>de</i>, including <i>dont</i></li> </ul>
<ul style="list-style-type: none"> <li>discussing the concept of a modern family and the importance of family</li> <li>identifying and discussing one's dreams and plans</li> <li>resolving a difference of opinion or a conflict</li> <li>personalizing using known vocabulary</li> <li>stating personal preferences</li> <li>expressing an action that depends on the completion of a condition</li> <li>developing an appreciation for the arts</li> </ul>	<ul style="list-style-type: none"> <li>identifying ways in which we use our imagination</li> <li>seeking to find solutions to problems using one's imagination</li> <li>classifying articles in an imaginative way</li> <li>analyzing the need for imagination in the future</li> <li>justifying one's decisions</li> <li>improvising situations</li> <li>making predictions</li> <li>expressing a wish or an order</li> <li>allowing or forbidding someone to do something</li> <li>giving advice</li> <li>discussing the concept of being imaginative</li> <li>assessing the importance of imagination in all aspects of everyday life</li> <li>predicting</li> <li>resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>discussing careers for the future</li> <li>talking about one's work habits and career expectations</li> <li>discussing one's talents, abilities and personal accomplishments</li> <li>assessing what makes a good employee</li> <li>discussing female entrepreneurs</li> <li>analyzing personal conduct before and during an interview</li> <li>giving advice</li> <li>personalizing using known vocabulary</li> <li>predicting</li> <li>problem-solving</li> <li>resolving conflict</li> </ul>
<ul style="list-style-type: none"> <li>vocabulary development</li> <li>conducting an interview</li> <li>creating a survey and tabulating the results</li> <li>writing a poem</li> <li>writing a descriptive paragraph</li> <li>role-playing a situation involving conflict</li> <li>composing metaphors</li> <li>reporting and narrating</li> <li>stating and justifying opinions</li> <li>extracting information from oral and written texts</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using conditional sentences</li> <li>reading for global comprehension</li> <li>evaluating one's personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>	<ul style="list-style-type: none"> <li>composing a poem</li> <li>composing an imaginative tale</li> <li>creating an epilogue to a story</li> <li>improvising situations using one's imagination</li> <li>reporting and narrating</li> <li>stating and justifying opinions</li> <li>researching</li> <li>extracting information from oral and written texts</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using the present subjunctive</li> <li>reading for global comprehension</li> <li>preparing and role playing a scenario</li> <li>evaluating one's personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>	<ul style="list-style-type: none"> <li>planning and organizing for the future</li> <li>reporting and narrating</li> <li>making decisions</li> <li>assessing one's personal character traits</li> <li>stating and justifying decisions</li> <li>creating a personal profile</li> <li>role playing an interview and evaluating its merits</li> <li>writing a letter of application</li> <li>researching</li> <li>extracting information from oral and written texts</li> <li>listening to other points of view</li> <li>taking risks</li> <li>recognizing and using the present subjunctive</li> <li>reading for global comprehension</li> <li>evaluating one's personal progress and efforts</li> <li>working cooperatively with partners</li> <li>editing written work</li> </ul>

# Index Cross-Reference of Student Book and Teacher's Manual Pages

<p><b>Unité A</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">SB Pages</th> <th style="text-align: left;">TM Pages</th> </tr> </thead> <tbody> <tr><td>4, 5</td><td>11, 12</td></tr> <tr><td>6, 7</td><td>13, 14, 15</td></tr> <tr><td>8, 9</td><td>16, 17, 18</td></tr> <tr><td>10</td><td>15, 18, 19, 21-24</td></tr> <tr><td>11</td><td>26, 27, 28</td></tr> <tr><td>12</td><td>30, 31, 33, 34</td></tr> <tr><td>13</td><td>30, 31, 35</td></tr> <tr><td>14, 15</td><td>36, 37</td></tr> <tr><td>16, 17</td><td>39, 40, 41</td></tr> <tr><td>18</td><td>42, 43, 44</td></tr> <tr><td>19</td><td>45, 46</td></tr> <tr><td>20, 21, 22, 23</td><td>48, 49, 50</td></tr> <tr><td>24, 25</td><td>53, 54, 55</td></tr> <tr><td>26, 27</td><td>56, 57</td></tr> <tr><td>28, 29</td><td>59, 60</td></tr> <tr><td>30</td><td>55, 57, 58, 60</td></tr> <tr><td>31</td><td>61, 62, 64-69</td></tr> <tr><td>32</td><td>70, 73, 76, 77</td></tr> <tr><td>33</td><td>74</td></tr> <tr><td>34</td><td>71, 75</td></tr> <tr><td>35</td><td>78, 79</td></tr> <tr><td>36, 37</td><td>81, 82, 83</td></tr> <tr><td>38, 39, 40, 41</td><td>84, 85, 86, 87</td></tr> <tr><td>42</td><td>88, 89</td></tr> </tbody> </table>	SB Pages	TM Pages	4, 5	11, 12	6, 7	13, 14, 15	8, 9	16, 17, 18	10	15, 18, 19, 21-24	11	26, 27, 28	12	30, 31, 33, 34	13	30, 31, 35	14, 15	36, 37	16, 17	39, 40, 41	18	42, 43, 44	19	45, 46	20, 21, 22, 23	48, 49, 50	24, 25	53, 54, 55	26, 27	56, 57	28, 29	59, 60	30	55, 57, 58, 60	31	61, 62, 64-69	32	70, 73, 76, 77	33	74	34	71, 75	35	78, 79	36, 37	81, 82, 83	38, 39, 40, 41	84, 85, 86, 87	42	88, 89	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>68</td><td>152, 153</td></tr> <tr><td>69</td><td>151, 153, 155, 156</td></tr> <tr><td>70, 71</td><td>156, 157</td></tr> <tr><td>72</td><td>162, 163, 164, 165</td></tr> <tr><td>73</td><td>158, 159, 160</td></tr> <tr><td>74, 75</td><td>165, 166</td></tr> <tr><td>76, 77</td><td>168, 169</td></tr> <tr><td>78, 79, 80, 81</td><td>170, 171</td></tr> <tr><td>82</td><td>173, 174</td></tr> </tbody> </table>	68	152, 153	69	151, 153, 155, 156	70, 71	156, 157	72	162, 163, 164, 165	73	158, 159, 160	74, 75	165, 166	76, 77	168, 169	78, 79, 80, 81	170, 171	82	173, 174	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td>127</td><td>283</td></tr> <tr><td>128, 129</td><td>284-286, 289-291</td></tr> <tr><td>130</td><td>287, 288</td></tr> <tr><td>131, 132</td><td>295, 296</td></tr> <tr><td>133</td><td>297, 298</td></tr> <tr><td>134-137</td><td>299, 300</td></tr> <tr><td>138, 139</td><td>303, 304</td></tr> <tr><td>140, 141</td><td>305</td></tr> <tr><td>142, 143</td><td>309, 310</td></tr> <tr><td>144</td><td>311, 312, 314, 315</td></tr> <tr><td>145</td><td>313</td></tr> <tr><td>146</td><td>316, 317, 319, 320</td></tr> <tr><td>147</td><td>318, 319</td></tr> <tr><td>148</td><td>323, 324</td></tr> <tr><td>149</td><td>324, 325, 326, 329</td></tr> <tr><td>150, 151</td><td>326, 327</td></tr> <tr><td>152-155</td><td>330, 331, 332</td></tr> <tr><td>156</td><td>333, 334</td></tr> </tbody> </table>	127	283	128, 129	284-286, 289-291	130	287, 288	131, 132	295, 296	133	297, 298	134-137	299, 300	138, 139	303, 304	140, 141	305	142, 143	309, 310	144	311, 312, 314, 315	145	313	146	316, 317, 319, 320	147	318, 319	148	323, 324	149	324, 325, 326, 329	150, 151	326, 327	152-155	330, 331, 332	156	333, 334
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